DOCUMENT RESUME

ED 103 659 95 CE 003 263

AUTHOR Tans, Nancy
TITLE Development of a Model for a Small Store Operation for Fashion Merchandising Students to be Utilized by Instructors in Fashion Merchandising Programs.
INSTITUTION Madison Area Technical Coll., Wis.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE Jun 74
NOTE 78p.

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS Activity Learning; Business Education; Course Content; *Course Descriptions; Curriculum Planning; *Distributive Education; Instructional Materials; Job Training; *Merchandising; *Models; Post Secondary Education; Records (Forms); Retailing; Sales Occupations; Student Needs; *Work Experience; Work Experience Programs
IDENTIFIERS *Fashion Merchandising

ABSTRACT

The report describes a model for establishing a small store to be operated by fashion merchandising students for academic credit within a post-secondary school program. It is intended to bridge the gap between graduation and employment by offering the student a hands-on retailing and merchandising experience during school hours before graduation. It also offers practical and varied learning experiences to the disadvantaged student and presents the challenges of management responsibility. The major sections included in the report are: (1) research methodology, survey results, and recommendations; (2) the instructor's planning responsibilities and additional considerations in establishing the course; (3) guidelines for the student manager; (4) plan for the operation of the store; (5) benefits of the small store course to students and staff; (6) potential problems; (7) a glossary; and (8) appended materials. Included in the appendix are: the research instrument, student survey, course outline, change-making exercise, sales incentive notices, store manager job description, store policies, and 18 typical retail business forms. (MW)

ED103659

FINAL REPORT
Project No. 04.021.151.314

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS

June, 1974

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Nancy Tans
Madison Area TechCol.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Madison Area Technical College

Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin

CE003263

FINAL REPORT
Project No. 04.021.151.314

DEVELOPMENT OF A MODEL FOR A SMALL STORE OPERATION FOR FASHION MERCHANDISING STUDENTS TO BE UTILIZED BY INSTRUCTORS IN FASHION MERCHANDISING PROGRAMS

Nancy Tans

Madison, Wisconsin

June, 1974

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U. S. Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U. S. Office of Education position or policy.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iv
PREFACE	v
REPORT SUMMARY	1
INTRODUCTION	2
RESEARCH METHODOLOGY	4
SURVEY RESULTS	4
RECOMMENDATIONS	8
MEETING THE NEEDS OF THE DISADVANTAGED STUDENT IN FASHION MERCHANDISING	9
ESTABLISHING A NEED FOR THE COURSE	10
COURSE CREDIT, DESCRIPTION, AND OBJECTIVES	12
RESPONSIBILITIES OF THE INSTRUCTOR IN ESTABLISHING THE COURSE, SMALL STORE OPERATION	14
PRE-PLANNING	14
LOAN FOR PROCUREMENT OF MERCHANDISE	14
LOCATION REQUEST	14
INSURANCE	15
CREDIT RATING	15
PROCEDURE FOR PAYMENT OF BILLS	15
PROCEDURE FOR RECEIVING MERCHANDISE INTO THE SCHOOL	16
REQUEST FOR ADDITIONAL TIME FOR THE INSTRUCTOR	16
ADDITIONAL CONSIDERATIONS	16
COURSE STRUCTURE	17
EXPERIENCE PROVIDED ON-THE-JOB	17
DECISION-MAKING	17
STUDENT/EMPLOYEE EVALUATION	17
PUBLIC RELATIONS OUTSIDE THE SCHOOL	18
PUBLIC RELATIONS INSIDE THE SCHOOL	18
ESTABLISHING AND MAINTAINING GOOD VENDOR RELATIONS	18
SELECTING AND PURCHASING FIXTURES AND FURNISHINGS FOR THE STORE	19
MAINTAINING A GOOD WORKING RELATIONSHIP WITH THE STUDENT MANAGER	20
GUIDELINES FOR STUDENT MANAGER by Lois Soter, Student Manager	21
BENEFITS OF A STUDENT MANAGER by Lois Soter, Student Manager	24
PLAN FOR THE OPERATION OF THE STORE	25
ORGANIZATION CHART	27
MERCHANDISE COMMITTEE	28
SALES PROMOTION COMMITTEE	30
PERSONNEL COMMITTEE	32
MANAGEMENT COMMITTEE	33
BENEFITS OF THE SMALL STORE COURSE TO STUDENTS AND STAFF	35
PROBLEMS THAT MAY APPEAR	37
GLOSSARY	38

BEST COPY AVAILABLE

APPENDIX

		Page
APPENDIX I	RESEARCH INSTRUMENT	42
APPENDIX II	COVER LETTER FOR SURVEY	43
APPENDIX III	STUDENT SURVEY	44
APPENDIX IV	COURSE OUTLINE	45
APPENDIX V	CHANGE-MAKING EXERCISE	47
APPENDIX VI	SALES INCENTIVE NOTICE	48
APPENDIX VII	SALES INCENTIVE NOTICE	49
APPENDIX VIII	JOB DESCRIPTION OF POSITION OF STUDENT MANAGER	50
APPENDIX IX	STORE POLICIES	51
APPENDIX X	FORMS	
	1. Purchase Order	54
	2. Unit Control Record	55
	3. Physical Inventory Sheet	56
	4. Receiving Record	57
	5. Vendor Analysis	58
	6. Resource History-Rating Card	59
	7. Vendor Directory	60
	8. Buying Plan	61
	9. Merchandise Want Slip	62
	10. Sales Promotion Calendar	63
	11. Merchandise Sign-Out Sheet	64
	12. Application for Employment	65
	13. New Merchandise Information Sheet	66
	14. Work Schedule	67
	15. Selling Personnel Performance Evaluation	68
	16. Authorization of Payment from Store Acct	69
	17. Store Deposit Slip	70
	18. Sign-In Work Schedule for the Day of__	71

ACKNOWLEDGMENTS

I wish to personally thank Mr. Robert Ahrens, Chairman of the Marketing Department at Madison Area Technical College, for his assistance with and patience for this project and the actual development of the small store at Madison Area Technical College, the Cracker Barrell.

I also wish to thank Miss Lois Soter, Student Manager of the Cracker Barrell, for her time and effort as manager and for her assistance with this paper.

A very special thanks to Donna Read, my friend and typist.

PREFACE

The Development of a Model for a Small Store Operation For Fashion Merchandising Students to be Utilized By Instructors in Fashion Merchandising is based on the following premise:

1. All students graduating from a Fashion Merchandising program should have some practical experience in retailing before graduation.

2. Many graduates from a Fashion Merchandising or Retailing program cannot get practical work experience outside the school before they graduate for numerous reasons such as,
    1. low family income forcing the student to work in an area outside of retailing to obtain higher wages,
    2. heavy academic load,
    3. financial aids that prohibit outside work,
    4. physical disability, and
    5. family responsibilities too great to allow outside employment at the present time.

3. It is the role of the Fashion Merchandising program to provide opportunity for practical work experience if the student cannot get it outside of school.

4. One way this can be accomplished is through a course in Small Store Operation designed to be as realistic as possible.

REPORT SUMMARY

There is a definite need for retail work experience for Fashion Merchandising students before graduation. Many of the students cannot get retail work experience while in school. More schools should offer experience to graduates and for this reason, this report has been written.

Presently, no small store courses of this description (with the exception of the one at Madison Area Technical College) exist in the Fashion Merchandising curriculums in Wisconsin. There are no guidelines established for instructors to use. To include a Small Store Operation course in the curriculum, immense planning by the instructor must be done prior to the start of the course. Decisions regarding the school approval of the store, the store operation, location, policies, and merchandise procurement must be made prior to the inception of the course. Were guidelines to be made available for the establishment of such a course, possibly more schools would include this opportunity for students in the present curriculum.

Research has been done by the writer to determine the importance of various functions performed in retailing and also personal characteristics that are important and necessary in a store employee. Retailers, graduates of Fashion Merchandising programs, and Fashion Merchandising students currently operating the small store at Madison Area Technical College, were surveyed to determine the importance of various functions performed in retailing and the importance of particular personal characteristics necessary in store employees. The results provided the writer with the areas to be emphasized and developed through the Small Store Operation course.

The report is a model for establishing a small store operated by Fashion Merchandising students for academic credit within a school. The major sections included in the report are:

1. Research Methodology, Survey Results, and Recommendations
2. Responsibilities of the Instructor in Establishing the Course
3. Guidelines for the Student Manager
4. Plan for the Operation of the Store
5. Benefits of the Small Store Course to Students and Staff
6. Problems that May Appear
7. Glossary
8. Forms Appendix

The preparation and availability of a model of this nature will help to implement a more meaningful curriculum in Fashion Merchandising programs in Wisconsin. It will be of benefit to instructors who choose to incorporate this learning experience in their curriculums. The major benefit to students will be an easier transition from school to employment because of this realistic experience in retail operation gained in school. The disadvantaged or disabled will be given a chance and will graduate from the program with experience that will benefit them in their future employment.

INTRODUCTION

Fashion Merchandising curriculums need to offer to students enrolled in the program maximum opportunities in both the academic courses as well as the practical courses. This should be one of the prime objectives in sound curriculum planning.

The operation of a fashion-oriented small store within the environment of the school and under the supervision of a Fashion Merchandising or Marketing instructor offers the Associate Degree Fashion Merchandising student the opportunity to utilize academic information gained through courses in a practical learning experience. The small store, ideally, is completely planned and operated by the students, with the guidance of the instructor responsible for the course. Decisions regarding the image established, the merchandise selected, the promotional events planned, and the actual physical operation of the store rests on the students. To date, a store of this type is operated only at Madison Area Technical College through the Fashion Merchandising Department. It has been in operation two full school years.

Retailing is the activity necessary to buy and sell the right merchandise and to provide services for the customer. Prior to full employment, what better way to learn this than through the operation of a small store while still in school. Under what other conditions now present in the current curriculums of Fashion Merchandising programs in Wisconsin do students have the opportunity to experiment with all types of information related to store activities "all under one roof"?

In the course entitled Small Store Operation, the student works with practically all aspects of retailing--from in-store layout, to selection of merchandise at a regional market center, to actual selling within the store.

Presently, no small store courses of this description exist in the Fashion Merchandising curriculums in Wisconsin with the exception of the store at Madison Area Technical College. There are no guidelines established for instructors to use. For this reason, this paper is being written to serve as a model for those instructors interested in establishing a Small Store Operation course as a part of their curriculum. To include a Small Store Operation course in the curriculum, immense planning by the instructor must be done prior to the start of the course. Decisions regarding the school, approval of the store, operation of the store, location, policies, and merchandise procurement must be made prior to the inception of the course. It is hoped that through this paper, the process of establishing a course in Small Store Operation will be made easier for instructors and the end result will be a more meaningful and realistic education for students enrolled in post secondary Fashion Merchandising programs in Wisconsin.

Objectives of the Paper:

1. To bridge the gap between graduation and employment of Fashion Merchandising students by making available the opportunity to operate a retail store during school, before graduation.

2. To offer practical retail experience to the disadvantaged students in Fashion Merchandising.

3. To offer more learning experiences in a chosen area such as promotion, buying, selling, management, and sales training.

4. To make available the challenge of management responsibility.

Definitions:

1. Fashion-oriented Small Store--A small store, both dimension-wise and inventory-wise, that offers fashion items in both ready-to-wear and home accessory for sale. The store does not sell school supplies or DECA items. The store is not to be used as a substitute for an all-school book store.

2. Disadvantaged Student in Fashion Merchandising--Those students who cannot participate in supervised work experience for academic or personal reasons.

3. Small Store Operation--The name of the course offered in the Fashion Merchandising curriculum for the purpose of offering practical retail experience in operating a small store.

RESEARCH METHODOLOGY

A survey was taken by the writer between the dates of January 29, 1974 and March 1, 1974. The two main areas under question were:

1. The importance of various functions performed in retailing such as selling, stock planning, buying, promotion, and managing.
2. The importance of personal traits in students working in retailing such as dependability, working with people, working under pressure, etc.

The reason for taking the survey was to determine the emphasis placed by retailers and the others surveyed, on various functions and traits in the students. By knowing what areas they felt to be important, instruction could be geared directly to these areas.

One-hundred thirty-five questionnaires were mailed to the following groups:

1. East Towne Mall store managers (Madison, Wisconsin).....46
2. West Towne Mall store managers (Madison, Wisconsin).....38
3. Madison Area Technical College Fashion Merchandising.....22 graduates - 1973 - working in retailing
4. Madison Area Technical College Fashion Merchandising.....23 students currently operating the small store at the school
5. Fashion Merchandising instructors in Wisconsin that..... 6 attended a Curriculum Workshop in Madison in February, 1974

Ninety-two completed questionnaires were received by the writer by March 1, 1974 and were tabulated. This represented a 68% response to the study. Note the Research Instrument (Appendix I) and the cover letter that accompanied the research instrument (Appendix II).

SURVEY RESULTS

Question #1

Check one of the following:

41 Retailer 6 Teacher 22 MATC GRAD. 23 MATC STUDENT

0 other

Question #2

From the following list, please identify those skills in which a student should be proficient upon completion of the course.

1. To be able to plan and direct the work of other people.
2. To effectively select a merchandise assortment appropriate to store customers.
3. To plan sales, expenses, price lines, inventory methods, and related activities at the department or small s ore level.
4. To be familiar with general principles of retail merchandising.
5. To be able to apply the basic principles and techniques of selling.
6. To be effective in oral and written communications.
7. To analyze the consumer market relative to needs, desires, prices, and products.

Findings:

QUESTIONS	Retailers	Graduates	Current Students	Teachers	Total
1. Direct the work of people	30	16	12	5	63
2. Select Merchandise Assortment	26	16	19	6	67
3. Planning.....	21	21	15	6	63
4. Principles of Retailing	37	15	22	6	80
5. Principles of Selling	38	20	23	6	87
6. Communications	33	15	8	5	61
7. Analyze market.....	26	18	17	6	67

The skills or functions considered most important by the majority of respondents were:

1. To be able to apply the basic principles and techniques of selling.
2. To be familiar with general principles of retail merchandising.
3. To analyze the consumer market relative to needs, desires, and prices and products.

Question #3

Development of personal traits is as important to the student as it is to the future employer. From the following list, please identify 5 traits you feel should be emphasized and developed in this course as well as in our entire curriculum. Please rate them 1 through 5, one being the most important then, 2, 3, 4, and 5.

1. Ability to work with people
2. Ability to work under pressure
3. Ability to communicate - oral and written
4. Dependability
5. Aggressiveness
6. Creativeness
7. Good personal appearance
8. Leadership qualities

Findings:

PERSONAL TRAITS	Retailers	Graduates	Current Students	Teachers	Total
1. Ability to work with people	37	22	21	3	83
2. Work under pressure	2	7	2	0	11
3. Communications	20	11	10	4	45
4. Dependability	24	12	14	6	56
5. Aggressiveness	15	2	4	0	21
6. Creativeness	7	1	4	1	13
7. Personal Appearance	10	4	5	0	19
8. Leadership qualities	8	7	6	4	25

The personal traits that the respondents felt most necessary for a student entering the field of retailing were:

1. The ability to work with people
2. Dependability
3. The ability to communicate - orally and in writing

The personal trait that the respondents felt least important, at this point, was the ability to work under pressure.

The writer felt it was interesting to note that the majority of respondents ranked those functions most elementary as the ones being most important and yet, the majority of the post-secondary Fashion Merchandising programs train students for the mid-management level of retailing.

RECOMMENDATIONS

1. The development of the personal attribute of being able to work well with people should receive top priority in the course, Small Store Operation. The instructor should make an extra effort to assist each student in the development of this attribute. Assignments made and responsibility given to the students should provide a channel for development in this area.

2. Dependability may still be a problem for some students at the post-secondary level. Getting to work regularly and on time is a good start for either demonstrating dependability or developing the trait of being dependable. Completion of assigned tasks within the store on time will further the development of a student's dependability.

3. The ability to communicate can best be improved upon in the General Education Department; Communications course, English course, or Speech course. Additional work in communications can be given in Small Store Operation in the form of sales report summaries, sales meetings, ads, displays, commentary for fashion shows for the store, and motivation sessions for store employees (class members).

4. Although any student enrolled in the Small Store Operation course has previously had a course in Salesmanship, students may forget the importance of good selling to a small store operation.

5. A course in the Principles of Retailing should have either been taken prior to enrolling in the course Small Store Operation or should be taken simultaneously with the course Small Store Operation. A short refresher course including Principles of Retailing should be given as a part of the course Small Store Operation prior to opening the store.

6. A thorough analysis should be made to determine the individual school's student and staff market. Such areas as student wants, as they relate to merchandise, shopping hours, prices acceptable to the student body, and general size patterns need to be carefully considered. (See Appendix III for a suggested Student Survey)

MEETING THE NEEDS OF THE DISADVANTAGED STUDENT

According to Webster, the word disadvantaged is defined as "deprivation of advantage" and "conditioned to unfavorable circumstances". The disadvantaged student in the Fashion Merchandising program, for the purpose of this paper, is defined as "that student who is unable to obtain work in a retail situation outside of school hours". The reasons that may lead to a situation in which a student is considered disadvantaged are many and varied. A few may include:

1. low family income forcing the student to work in an area outside of retailing to obtain higher wages
2. heavy academic load
3. financial aids that prohibit outside work
4. physical disability
5. family responsibilities too great to allow outside employment at the present time.

It has already been established that some practical retail experience before graduation is very beneficial and in some cases essential. By offering a course in Small Store Operation, the needs of these "disadvantaged" can be met.

These students can be given special responsibilities in the store, thus exposing them to as many different aspects of the operation of a retail store as possible. Some additional responsibilities may include the position as store manager, chairman of an organizing committee, more store hours, such as being the only person operating the store at night during nightschool, or more responsibility in general. The school cannot afford to overlook the needs of the disadvantaged student. With many technical schools in Wisconsin operating under the open door policy, the program must offer training to all students that desire it. Our objective should be to give them every opportunity and to bring them up to the same level or as near to the same level as the student who is able to participate in a supervised work situation or is able to work in a retail situation outside of school.

ESTABLISHING A NEED FOR THE COURSE

One of the major goals of all Fashion Merchandising programs should be that of offering a generous amount of both academic education and practical education more commonly called retail work experience. In most programs it may be easier to offer the academic education than the work experience. Surveys of both Fashion Merchandising graduates and retailers show that practical work experience is as important, if not more so, than the academic training given most of our students. Not all students can get retail work experience in the community before graduation and many of them that do, have jobs that do not offer the varied kinds of experience most beneficial to the students. Questions to be answered when considering the addition of a Small Store Operation course include:

1. Do all the students in Fashion Merchandising get some retail work experience before graduation, or are there some that aren't able to? Is this experience advantageous or not?

2. Does the present curriculum provide the student with the opportunity to try out new ideas, skills, or concepts learned in classes?

3. Does the present program offer the maximum learning experiences available to students, or could it offer more?

If the answer is no to two or more of these questions, the addition of a Small Store Operation course may be very beneficial to the students and the program.

Once the department has decided to add a Small Store Operation course to the present curriculum, several more decisions must be made.

First, what students should enroll in the course and what semesters should it be offered?

Since the operation of the small store is within the school itself and within regular school hours, it is possible for any Fashion Merchandising student to enroll in the course. The writer believes it is best to limit enrollment to second-year students only, for the following reasons: 1) the student should have already completed several basic fashion and marketing courses such as Salesmanship, Marketing, Principles of Fashion Merchandising, and Principles of Retailing to have sufficient background to benefit from the course and 2) because the student will be handling money and working with merchandise, often times alone, it is advisable that the instructor be familiar with the student and preferably have had prior contact with the student in another class, whenever possible.

The course should be offered on a one year term with the same students enrolled for either two semesters or four quarters, whichever system

the school is operating on. It is extremely necessary to have cohesion and coordination throughout the year. By doing this, the student is able to see the entire process of buying, receiving , promoting, selling and buying again, in other words, the complete cycle of retailing. Ideally new merchandise is received by August 15th and the entire inventory is sold out by June 1, or whenever the school year ends. It is ideal to start with new merchandise with each new class.

One other area to be considered when adding a Small Store Operation course to the curriculum is that area of "course grouping". Ideally the students enrolled in Small Store Operation will also be enrolled in a retail buying course simultaneously. An arrangement such as this is obviously advantageous to both courses. Similar "groupings" should also be considered and will vary from program to program.

COURSE CREDIT, DESCRIPTION, AND OBJECTIVES

The course Small Store Operation involves a combination of in-class discussion and on-the-floor retail work. It may be offered for either two or three credits depending on the preference of the department and instructor. The suggested breakdown of weekly hours is as follows: two hours per week in class for the purpose of planning store activities, discussing sales results and trends, and learning about new merchandise received into stock. These two hours provide the time needed for sharing ideas and keeping all members of the class current with any changes in store procedures and related information. Two to three additional hours should be spent each week working in the store itself. The two to three hours must be scheduled around the student's academic hours and yet within the confines of the store hours. This may require effort on the part of the student manager and the instructor. No less than two students should be scheduled together each hour the store is open.

A full understanding of the organization of the normal retail operation is essential so that the school store can be structured in the same manner. For this reason, the first three weeks of the semester are spent reviewing principles of retailing, salesmanship, buying, advertising, and promotion and in-store decor and display. Ideally, courses in retailing, buying, advertising, display and salesmanship should have already been taken or are being taken in conjunction with the Small Store Operation course.

A suggested course description follows:

> Managing, buying, pricing, selling, planning sales promotions, and stockkeeping are the major functions of a small store owner. The activities of this course simulate all aspects of small store ownership. Students establish store policies, design the store decor, select merchandise in the regional market, experiment with all areas of sales promotion and operate the store five days each week. Each student receives experience in all the different aspects of small store operation. Evaluations are based on employee performance.

The major objective is to provide the student with a retail work experience that most closely parallels a realistic job. Other more specific course objectives may include:

1. To identify a customer market and recognize the merchandise needed to meet customer demand.
2. To plan and implement a store decor that will result in maximum volume and at the same time be aesthetically pleasing.
3. To select the kinds and amounts of merchandise necessary to stock a store and meet customer needs.

4. To sell, through a variety of sales promotions, the merchandise that has been selected for the store.
5. To establish an accurate and efficient recordkeeping system dealing with inventory, consignment items, orders, and related areas.
6. To operate a small store efficiently and realize a realistic return on the amount of capital invested in the merchandise.
7. To function as a dependable and capable store employee.

For completed course outline, see Appendix IV.

RESPONSIBILITIES OF THE INSTRUCTOR IN ESTABLISHING THE COURSE, SMALL STORE OPERATION

A. PRE-PLANNING

Once the need for the course has been realized, it is necessary to proceed through proper channels to establish the course as a part of the present curriculum. Because the operation of a small store involves space, time, and money, among other things, it is important to present the plan to the administration and to obtain their approval for the plan. The ideal lead time necessary to establish a course and to set up a store operation is one academic year. The plan or request should include these items:

1. Loan for procurement of merchandise
2. Location request
3. Insurance
4. Credit rating with Dun and Bradstreet or similar credit check
5. Procedure for payment of bills for merchandise and freight
6. Procedure for receiving merchandise into the school
7. Request for additional time for the instructor if deemed necessary

1. Loan for Procurement of Merchandise: Several factors must be considered when requesting a loan for procurement of merchandise. Three important factors to be considered include: type of merchandise to be purchased and present cost levels, physical size of the store, and length of time the store will be open each year--six months, eight months, nine months, or twelve months depending on the individual situation of the school and the program. The loan may be in the form of a promisory note that would be due in two years or whatever time agreement is made by the administration and the department. Usually no interest or rent is charged. It is important to note that the loan should be for merchandise only, not for fixtures, supplies, buying trips, or other related expenses for the first year. Additional expenses should be paid from other sources such as course fees, equipment budget for fixtures, or a supplies fund. After the store starts making money, expenses directly related to the operation of the store such as buying trips, paper supplies, and additional fixtures could be purchased from the profit that has been realized the first year. Until that point, it is essential that money be channeled from the correct funds and that payment for merchandise be from the loan from the school or the Board of Education, whichever the case may be. It is the responsibility of the instructor to see that the loan is re-paid.

2. Location Request: There are two major choices when determining the location of the store within the confines of the school. Should the store be located within the Marketing Department complex or, should the store be located away from the Marketing Complex and possibly nearer the center of student activities such as the student union or cafeteria? The decision rests with the individual school and should

be based on the school layout and availability of rooms that might be considered suitable for the small store to be operated by Fashion Merchandising students.

The location of the store should satisfy three basic requirements. The location must be:

1. Conveniently accessible to a sufficient number of customers who want the merchandise of the store and have the buying power
2. In a suitable shopping environment
3. Economical in terms of remodeling and use in relation to sales volume

Other factors that need to be considered in the selection of a location include: the size of the room plus additional area needed for receiving, marking, and storing merchandise, adequate number of entrances and exits and a relative amount of "permanance". Once the store has been established and the students are aware of it, it is extremely important to maintain the same location, assuming it is good, as long as possible. Shoppers become accustom to a location and by changing the location each school year, customers may be lost unnecessarily. This is what is meant by "permanance".

3. Insurance: The business administrator of the school should be consulted regarding the insurance that is necessary on the store properties as well as on the merchandise and the people working in the store or shopping in the store. Each school should handle this situation on an individual basis, but it should not be over-looked.

4. Credit Rating for Purchase of Merchandise: Before any merchandise is purchased, it is advisable to obtain a credit rating with Dun and Bradstreet to avoid any delay in the shipment of merchandise once it has been selected and ordered. The business manager or administrator should handle the establishment of credit for the store. The instructor should make the necessary contacts with the regional market such as the Merchandise Mart in Chicago or an exhibitors group such as the Style Exhibitors. This may require a letter requesting an admission card or it may just require registering at the show. It is advisable to have business cards printed with store name and address and to use these as often as possible to speed up any transactions. To avoid any problems in the market, a letter or statement from the business administrator of the school endorsing the school store and verifying its existence should be carried by the instructor or the person in charge of a buying trip just as an added precaution.

5. Procedure for Payment of Bills for Merchandise and Freight: Ideally, arrangement should be made with a member of the business administrator's staff to handle the financial matters related to the school store. Once this individual is identified, the instructor should review the necessary functions related to payment of bills for both merchandise

and freight, deposits and withdrawls from the store account, and payment of state taxes and any other expenses that may arise. It is important that both the business manager and the instructor work together on establishing the procedure for payment of bills and the procedure for keeping the necessary records to meet the requirements of the school auditors. One important objective is to pay bills when due so that the discount that usually accompanies payment made within a designated time period may be utilized. A time lag in payment of bills will result in a loss of the discount and in some cases the discount may run as high as 8-10% of the total bill due. Payment of state and/or federal taxes is the responsibility of the instructor for the course.

6. Procedure for Receiving Merchandise into the School: In most technical schools, all ordered materials, equipment, and books are received through one central receiving point. This is where the merchandise for the small store is also received. Arrangements must be made with the receiving clerk of the school for the signing and receiving of merchandise. It is very important that he either notify the instructor when merchandise is received or that he have a secure place to deliver and store the merchandise until it is checked in by students in the course. If not, other arrangements must be made to fit the individual situation of the school. Two important factors must be considered: 1) the merchandise must be received promptly and stored in a secure place and 2) the merchandise must be checked in as soon after receiving as possible in case any merchandise is damaged. Many vendors require any returns to be made within five days after receipt of goods. For this reason, merchandise must be received promptly and checked thoroughly as soon as possible. In a small store operated by students, any merchandise that is unsaleable and yet not returned to the vendor is very costly to the operation of the store as is true in any retail operation.

7. Request for Additional Time for the Instructor: The ideal lead time for establishing a Small Store Operation course and actual store is one academic year. The six factors just discussed in the paper plus such factors as student involvement in planning the image of the store, type of market to be sold, and the type and amount of merchandise to be carried all require time. If the school feels the teacher should have additional release time to do the pre-planning for the course and store, it is advantageous to both the program and the instructor. However, it is possible to establish the course and store without this additional time. The determining factor in many cases is the background of the instructor assigned to the course.

B. ADDITIONAL CONSIDERATIONS

Once procedures for the operation of the store have been agreed upon by the administration, the chairman and the instructor, and a revised plan has been drawn and agreed upon by all concerned, several other areas must be considered and appropriate plans made. The major objective of the course Small Store Operation is "to provide the student with a realistic work situation". To accomplish this, the instructor must

plan the course around this objective. Some areas of consideration include:

1. Course Structure: The instructor determines the format the course will take according to the students enrolled in the course and their needs as a group. The suggested format is two to three hours in class and two to three hours spent working in the store. The students' background and abilities should determine the necessary hourly breakdown. Whether or not a textbook is used should be up to the discretion of the instructor. Employee absenteeism should be kept to a minimum and one sick-day per month may be allowed. The course should be structured as similar to a retail work experience as possible. Ideally, the course should not be considered as just another course by the student, but rather as a work situation. It is the responsibility of the instructor to convey this idea and image to the students.

2. Experiences Provided On-the-job: Experience should take the form of functions performed on-the-job rather than class assignments. When ads are written, displays made, or inventory taken, the student should be conscious of the "pulling power" and "merchandise shortage" rather than a "grade" he may receive.

3. Decision-making: The role of the instructor in relation to decision-making should be one of guidance or direction. Students or employees should plan their own store policies and put them into practice. The instructor may need to suggest different areas where policies may need to be established, but the students should make the final decision. Some areas that may need to be considered are:

a. Store hours and days and/or nights to be open
b. Target customer group
c. Type and degree of promotion
d. Merchandise decisions
    1. Areas of merchandise to be carried
    2. Price lines
    3. Quality standards
    4. Brand policy
    5. Breadth and depth of stock
e. Employee discounts and privileges
f. Consignment items
g. Frequency of buying trips and selection of students to make them
h. Evaluations
i. Division of responsibility
j. Operations policy - check cashing policy, returns, etc.
k. Division of housekeeping responsibilities
l. Security measures
m. Student manager selection

4. Student/Employee Evaluation: The instructor should secure a standard Store Employee Review Form used by local retailers. The

student should receive a completed rating form on himself from the instructor at least three times during the semester. A personal interview and explanation of the evaluation form should be scheduled and completed with each student at least once during the semester. Twice is considered ideal.

5. Public Relations Outside the School: The Marketing or Fashion Merchandising Advisory Board should be consulted regarding the establishment of the Small Store Operation course from the very beginning. It is extremely necessary to have their endorsement of the course and their backing as resource people or as market contacts. It must be made explicit that no competition will be established between the school store and the city merchants. The prime objective of the Small Store Operation course is to offer experience to the student and not to become a competitor to any existing retailer in the city. Therefore, it may be advantageous to carry brands not heavily stocked in the locale of the school and to remain a "retail work experience station" rather than a "new, little shop in town". Good relations must be maintained with the local retailers and with the members of the Marketing or Fashion Merchandising Advisory Board. This aspect must never be overlooked!

6. Public Relations Inside the School: It is the responsibility of the instructor to establish and maintain good working relations with all people within the school that are directly or indirectly related to the store. Communications must be maintained with all, and any breakdowns may be costly to the store operation. People within the school the instructor may have contact with include:

a. School Director
b. Assistant Director
c. Divisional Chairmen
d. Community Services Director
e. Business Manager
f. School Paper Advisor
g. Receiving Clerk
h. Registrar
i. Club Advisors
j. Cafeteria Manager
k. Instructional Media Chairman
l. Book Store Manager

7. Establishing and Maintaining Good Vendor Relations: The initial contact with a vendor should be made by the instructor. This may be done either by requesting information through the mail, by a phone call, or a visit to the market. If the school is located near a regional market, such as the Chicago Merchandise Mart or the Minneapolis Radisson Center, it is best to arrange a one- or two-day trip into the market to visit various permanent showrooms, In addition to permanent showrooms, various seasonal markets should also be visited such as the Style Exhibitors Show at McCormick Place in Chicago or the Northwest Salesmen Exhibit in Minneapolis. These shows are usually held five or six times each year. Business cards and an established credit

rating or reference will make entrance into these shows easy. The majority of vendors are happy to work with the schools in most cases, assuming an exclusive arrangement with another store in the same city doesn't exist and the school store can meet the minimum order if one exists.

Vendors should be selected on the following points:

1. Suitability of merchandise
2. Profitability of merchandise
3. Promotional services
4. Delivery reputation
5. Volume of production
6. Financial strength
7. Convenience of resource and location

Before ever going to market, the instructor must thoroughly brief the students on procedures to be followed. It is highly recommended that no more than three students go on each one- or two-day buying trip. Decisions must be reached in a business-like manner and three students seem to be the maximum number necessary. This is assuming that the class as a whole has discussed what types and amounts of merchandise would be seen and purchased and that the three employees accompanying the instructor are capable and professional. A business-like appearance and professional behavior while at the market is extremely important and should be stressed by the instructor. This can build or destroy good vendor relations.

Usually orders may be written in the market but must be held for confirmation from the school by the vendors. Proper channels must be followed in order to assure good working relations with school officials as well as merchandise vendors. No verbal agreements should ever be made with anyone. Everything must be in writing.

The instructor should encourage the class to consider new, small resources as well as established vendors. Many times the small resources will not have accounts in the same city as the school is located and it is possible to get unusual or unique merchandise. Also, the minimum order may be smaller or not required.

A course in Retail Buying should have been taken previously to Small Store Operation or simultaneously with the Small Store course. Students who have not yet had a course in buying and who are presently enrolled in the Small Store course should wait to make a buying trip until they have had the necessary course. This can avoid misunderstanding in the market and should be strongly considered by the instructor making the trip with the three students.

8. Selecting and Purchasing of Fixtures and Furnishing for the Store: The store name and decor should be appropriate to the merchandise and

to the image the students wish to convey to the target customer group. Once the decor has been decided upon and the majority of students agree, a committee should be established to "shop around" for possible fixtures and furnishing. Used furniture stores, buy and sell shops, auctions, or department stores may be some sources of supply. Standard fixtures suppliers should also be considered. Once the choices have been made, the instructor should discuss them with the class and get their vote of approval and then proceed through the necessary channels for the purchase of equipment for the store. Ideally, this money should come from the equipment budget for the Marketing Department. Fixtures and furnishings should be purchased with the idea of at least a five-year use. It is highly uneconomical to change the decor and image each year. The idea of a versatile image and decor and one that will be acceptable to the classes coming up in the next few years, should be strongly stressed by the instructor. Fixtures should be ordered and delivered according to school policy and should be maintained by store employees to justify the cost and prolong their usefulness.

9. Maintaining a Good Working Relationship With the Student Manager: The student manager should serve as the link between the instructor and the student/employees. It is important that the instructor clarify the responsibilities of the student manager to both the student manager and the student/employees. All three parties should be a voice in establishing the role of the student manager. If this practice is followed, many problems or small conflicts may be avoided during the school year. Good communications are essential. The role of the student manager is discussed at length in the following section of this paper.

GUIDELINES FOR STUDENT MANAGER

by Lois Soter, Student Manager

I. Eligibility

There should be certain guidelines set up to determine who might be a possibility for the position of student manager in the Small Store Operation class.

A. Work Study for a Teaching Staff Member

In the majority of schools, there is a program that has been established to provide financial aid for those who are in need. This program is called Work Study. It is necessary to apply for this aid in advance as there are many who request it. Through Work Study, the student is allowed to work a certain number of hours per week and receives an hourly wage. The average number of hours per week that can be worked is fifteen. A student who is interested in gaining experience in management and one who is qualified for Work Study may be assigned to the instructor responsible for the Small Store Operation course and could use some of his Work Study hours as manager of the store.

B. Group Choice

The students in the Small Store Operation class may wish to elect a number of candidates who are willing to spend time with the store. These candidates should tell why they would like the position of student manager and what the class could expect from them. The class would then select the student manager by voting.

C. Instructor's Choice

The instructor of the class could have those interested in the position of student manager fill out an application. He may look at their previous experience and their ability to get along with other classmates. He may want to choose someone whom he feels can do justice to his school work as well as fill the position.

II. Requirements

Certain requirements should be set up for the student manager.

A. Previous Experience

Previous work exxerience is necessary so that the student manager can be familiar with systems used in stores. He should be able to work with, and be comfortable with others and be knowledgable in the art of selling. A substantial amount of cash register experience and money handling should

be required. Ordering, shipping, and money terminology is also recommended.

B. Dependability

The reputation of the student manager should be that of being very reliable. He should be very serious about his job of student manager and want to do the best job possible.

C. Acceptance by Others

The student manager should have a positive attitude toward those who depend on him to manage the store. He should be able to assign responsibility and jobs tactfully, but with force and he should be able to compromise and make decisions with "the best for the store" in mind. Fellow classmates should never get the impression that they work under him or have to take orders from the student manager, but rather that they work with him.

III. Job Responsibilities

Specific jobs should be the responsibility of the student manager. By identifying exactly what these responsibilities are, problems that could occur, may be avoided.

A. Opening and Closing the Store

Opening and closing the store may be one of the student manager's jobs. This procedure involves the following:

1. Arriving at least fifteen minutes before the store is to open,
2. Counting and putting the money in the cash register,
3. Getting out all necessary daily work and posting it,
4. Turning on all electrical equipment: lights, music
5. Making sure everything is properly cleaned and straightened,
6. Putting out any kind of "special" for that particular day

At the end of the day certain steps should also be followed to close the store. They include:

1. Counting the money and depositing it at the office
2. Sweeping or cleaning the floor, dusting, etc.
3. Turning off all electrical equipment
4. Taking care of any operational problem that may occur during the day

B. Bookkeeping

The bookkeeping of a small store is the most difficult duty that the student manager will face. Bookkeeping will be essentially the success or failure of the store. The class and or the teacher should help establish a bookkeeping system. The bookkeeping should be done daily and with complete accuracy. Inventories should be scheduled regularly.

C. Reporting

Keeping the class members informed by giving oral reports on the progress of the store, successes or failures, new ideas or problems will be the student manager's main means of communication. The more the class members are informed of what is happening in the store, the more concerned and involved they will become. In reporting to the class, the student manager should be open-minded and ask classmates for their opinions and ideas. Another way of finding out classmates ideas would be through a suggestion box system.

D. New Merchandise

New merchandise should be arriving throughout the semester. Someone should be in charge of the receiving, marking, checking and the book work involved with new merchandise. Much of this work could be done by the class when they are selling in the store, but one person should be responsible for receiving new stock and performing the necessary functions.

BENEFITS OF A STUDENT MANAGER

by Lois Soter, Student Manager

The position of a student manager should be very flexible. He could carry may of the responsibilities on his shoulders, or he could help to channel the various duties to others. In running any operation, it is always best to have one figure to turn to, rather than having to go from person to person when an answer is needed.

The student manager would also prove to be a big help to the instructor of the course. He could contribute to class lectures and discussions, meet with any school official that may have to be consulted as to money problems, and help to take care of "in-store" problems.

The student manager would also be helping himself, for he would be getting much experience from performing his functions. It is something he could always use as a reference when applying for jobs after graduation. The student manager could only learn from an experience such as this.

The student manager might also be a help to his fellow classmates. For by being able to work with him and under him, they can see what it would be like to work under a manager in a real situation. Fellow students might feel more comfortable giving problems and ideas to someone their own age and on their own level at first, before going out to work for someone else.

PLAN FOR THE OPERATION OF THE STORE

The necessary functions needed to be performed for the successful operation of a small store are many and varied. The number of students in the Small Store Operation course will vary from school to school and from year to year. One way to best accomplish the functions related to the operation of a store in a school situation is through student committees. The committee system is flexible enough to be adapted to a variety of situations and may be successfully used with either very few students or up to forty students.

Four different committees have been identified for the purpose of this paper but more could be added if necessary or possibly two could be combined if the situation called for it. The four committees are: Merchandise, Personnel, Management and Sales Promotion. Even though the breakdown or division of functions resembles a large store, the rotation of students from committee to committee allows each to sample each retailing function and thus simulates a small store ownership or management in which the owner or manager would be performing all four of the different functions at one time or another.

The Merchandise Committee is responsible for the selection and purchasing of merchandise, pricing, checking and receiving, marking, and inventory of goods.

The Sales Promotion Committee may be sub-divided into three areas: Decor/Display, Advertising, and Special Events/Fashion Shows. A division of this type will result in a more coordinated effort, more opportunities for individual leadership, and a stronger group effort.

The Personnel Committee deals with the training of student/employees. Usually personnel management per se is not a separate entity in a small store operation, but with a group of twenty-five student/employees, this area or committee becomes a necessity. The major responsibility of this committee includes the initial and continual training of student/employees, the maintaining of personal data sheets on each employee, selecting the evaluation tool to be used for employee evaluations and scheduling employee hours in the store.

The fourth committee, Management, deals primarily with store organization, store goals, security, house-keeping, and store policies.

Students should be encouraged to select the committee they wish to work with during the first quarter. The instructor may have to "even out" the committees, but the rotation system should be used at least four times during the year so that each student has the opportunity to work in four different capacities in the store and with four different groups of people. One of the major characteristics to be developed through the course is the ability to work well with other people and

the rotation system seems to implement this best. Committee size may vary from school to school, but a suggested breakdown for a class of twenty-five might be as follows:

Management Committee	4
Merchandise Committee	8
Sales Promotion	9
Personnel	4
total	25

Besides each student serving on a committee of his interest, each also works as a salesperson in the store, two to three hours each week. By using this system, the student is exposed to selling as well as management.

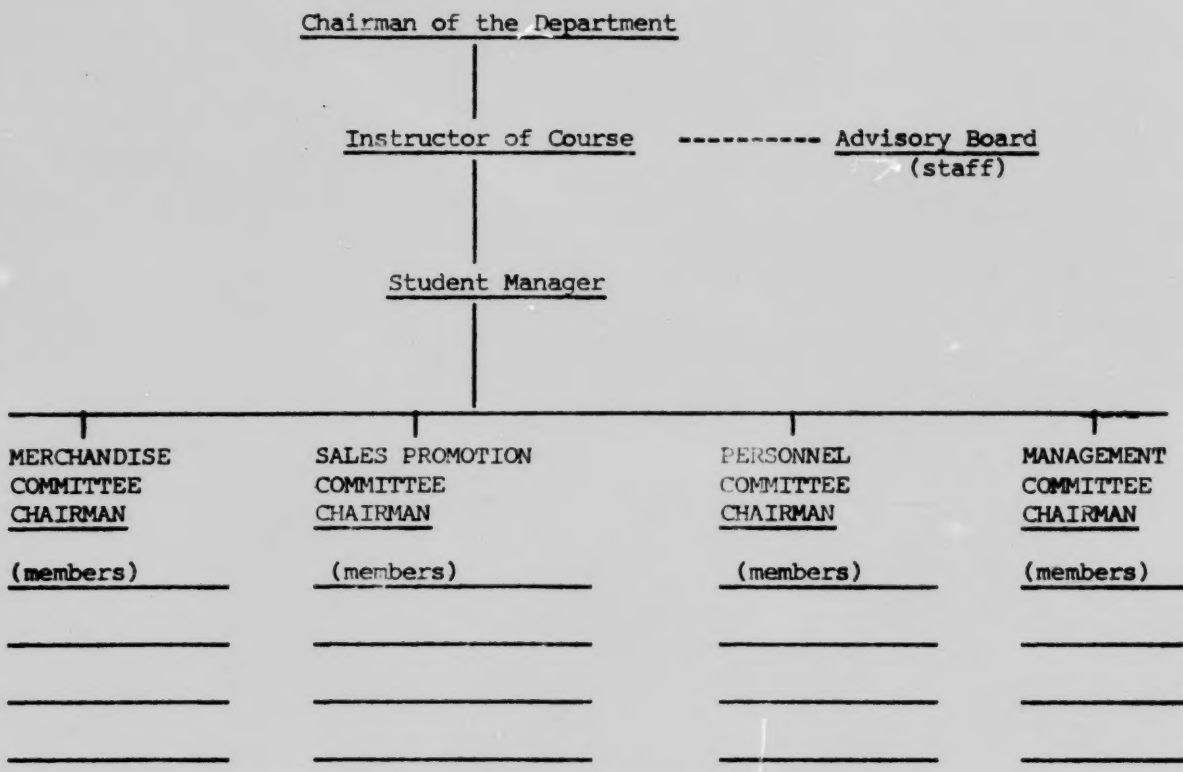
ORGANIZATION CHART

Pre-planning involves these positions in the college:

College Director - Original approval of plan through him

Director-Instructional Services - Approval of new course

Business Administrator - Approval of merchandise loan



MERCHANDISE COMMITTEE

Retailing is the buying and selling of merchandise in order to satisfy the needs and wants of the ultimate consumer. Although stores have functions to perform in personnel and sales promotion, its primary functions are buying and selling. These are the two functions around which most activity revolves.

The major responsibilities of the Merchandise Committee include:

1. Forecasting the needs and wants of the ultimate consumer. Each school will vary in this particular area. Student/employees should constantly be aware of student body tastes in merchandise, and spending levels. This can be achieved through observations and/or questionnaires. Probably the most important aspect is price--what is the student willing to pay? The student body may not be typical of the city the school is located in and the student/employees should keep this in mind.

2. Planning the kinds and amounts of merchandise to buy. Research is important in this area and students should be encouraged to read trade and consumer magazines. Many times the amount of merchandise to be purchases will be determined by pre-determined minimum orders.

3. Selecting the sources of supply. Student/employees may choose to select merchandise at the market, through a manufacturer's representative, from catalogues, from rack jobbers, and/or from students with crafts, that should best be handled through consignment.

4. Negotiating the contract for the sale of merchandise. Students should have practice writing orders before going to market. The instructor must cover thoroughly the importance of the contract and the terms that may accompany the contract. Completion dates are especially important to the small store operating on the academic calendar.

5. Pricing the merchandise for resale to the consumer. The Management Committee and the Merchandise Committee should work together on this area. Maintained markup needs to be determined, plus pricing strategy and allowances for markdowns.

6. Keeping records about the merchandise while it is in stock. Accurate and complete records are a necessity with student/employees and the rotation system. Record-keeping systems will vary from school to school but suggested forms are included in the report.

Forms that may be used by the Merchandise Committee include:

1. Order forms (Form 1)
2. Unit Control Sheets (Form 2)
3. Physical Inventory Sheets (Form 3)
4. Receiving Records (Form 4)
5. Vendor Analysis (Form 5)
6. Vendor History-Rating Card (Form 6)
7. Vendor Directory (Form 7)
8. Buying Plan (Form 7)
9. Merchandise Want Slip (Form 9)

SALES PROMOTION COMMITTEE

Any activity that attracts customers to the small store, results in profitable sales and builds goodwill for the store is sales promotion. More specifically, sales promotion is concerned with the development of ideas and the coordination of the ideas into a visual presentation within the store. The aim of sales promotion is to stimulate the customers and to get them into the store to select and purchase merchandise.

The Sales Promotion Committee may be sub-divided into three sub-committees such as:

1. Decor/Display
2. Advertising
3. Special Events/Fashion Shows

The major areas of responsibility for this committee are to:

1. Prepare a calendar of promotional events
2. Prepare a promotional budget
3. Maintain a record of all sales promotions, dates, and figures
4. Plan and execute special events
5. Prepare advertising and public interest notices on store activities
6. Plan and present fashion shows
7. Plan "Opening Day" activities
8. Present a coordinated store image throughout the year

When the class is selecting the store name and logo, it is extremely important to keep in mind the promotional activities that will convey the image of the store. A key element in the success of a small independent retailer is uniqueness and individuality. The name that is selected for the store and the image conveyed by that name must be one that allows for numerous promotional potential and an unlimited number of uses in promotion. Be careful that the name chosen does not convey either too strongly a female image or an image that does not allow for much variation in promotion. A small store within the school must appeal to as many members of the student body, staff, and faculty as possible.

There are numerous avenues for promotion within a school. Just a few include the weekly school bulletin and the school newspaper. Areas of heavy student traffic such as the student union or the cafeteria should not be overlooked. Promotions may sometimes take the form of "specials" aimed at certain groups of students or staff such as "10% off on any items just to nurses only this week".

If the store stocks enough ready-to-wear, noon fashion shows in the cafeteria may result in excellent sales if a few easy guidelines are followed:

BEST COPY AVAILABLE

1. Use adequate planning
2. Use good promotion
3. Show a good selection of merchandise
4. Use models from a variety of programs in the college (this will increase audience size)
5. Do appropriate follow-up

Four important guidelines to keep in mind are:

1. Select a name and logo that appeals to your individual school
2. Use a vairety of creative promotions
3. Good promotion is a constant effort, not just once a month or around holidays
4. Sales should be "honest efforts" or they lose effectiveness fast

Forms that may be used by this committee include:

1. Promotional calendars (Form 10)
2. Sales Promotion Diary
3. Merchandise Sign-Out-Sheet for display (Form 11)

PERSONNEL COMMITTEE

The major responsibility of Personnel is to train and maintain a qualified group of student/employees. Completed applications and resume for each student/exployee should be kept on file. It is the responsibility of this committee to prepare a work schedule and to provide replacements in the case of illness of an employee. A record of sick days for each student should be maintained.

Sales training for student/employees may take a variety of forms. One successful idea has been the use of a store guidelines employee handbook written by and for the student/employees. It should be geared directly to student/employee needs. Pages containing vendor names and descriptions of special items of merchandise is helpful to the employees. Training should be meaningful and creative. Suggestive selling should be strongly stressed. To check the effectiveness of the training the instructor could plan to have the employees "shopped" and evaluated by an outsider.

The committee is also responsible for the development or selection of the Employee Evaluation form to be used in rating employees. Any disciplinary action is the responsibility of this committee.

Forms that might be used by this committee include:

1. Application Form (Form 12)
2. New Merchandise Information Sheets (Form 13)
3. Change-Making Exercise (Appendix V)
4. Work Schedule (Form 14)
5. Rating Form (Form 15)
6. Sales Incentive Notices (Appendix VI and VII)

BEST COPY AVAILABLE

MANAGEMENT COMMITTEE

Good management can and should mean a profitable operation. The management committee, though probably the smallest in numbers of student/employees, is responsible for the basic groundwork in establishing the store. Although all student/employees should have input into the store policies, it is the management committee that actually puts them in final form and sees that they are carried out. Changes or revisions in store policies are channeled through this committee. Store hours are determined by this group.

Merchandising goals and store goals are identified, presented to the class, and written for the record by this committee. These goals may run the gambit from minimum number of hours the store must be open each week to the dollar profit to be realized this year.

Store security and the prosecution of shoplifters is the responsibility of this group. Merchandise shortages should be explored and means to lessen the shortage suggested and if approved, enforced and followed-up.

Store house-keeping is another responsibility. Minimum standards should be set and division of work made and justified is necessary. Some suggested steps include:

1. Analyze the work to be done
2. Establish priorities, frequencies, and procedures
3. Estimate and budget time
4. Make right supplies and equipment available
5. Schedule and assign tasks
6. Follow-up the results and make revisions if necessary

Sound customer service policies are as important to the small store as sound merchandising policies. Services must be what the store's own customers actually want. Student/employees should "brainstorm" in this area and then the class may decide what services to offer. Some possible services include:

1. Gift wrapping
2. Check cashing
3. Lay-away
4. Mini-alterations
5. Stamps, if greeting cards are sold
6. Crafts-made-to-order, (if possible on consignment plan)
7. "Men's Day Only" for shopping near Christmas
8. Beverages
9. Book drop
10. Shopping bags

Some forms that might be used by this committee are:

1. Authorization of Payment for Store Account (Form 16)
2. Deposit Slip (Form 17)
3. Store Student Manager Job Description (Appendix VIII)
4. Sample Store Policy (Appendix IX)
5. Sign-In Work Schedule (in place of a time clock) (Form 18)

BENEFITS TO STUDENTS AND STAFF OF THE SCHOOL

There are many benefits to the students involved in a Small Store Operation course. Four of these many benefits will be discussed below:

1. The course definitely assists students in making the transition from graduation to employment in a retailing establishment. Placement records show that the students who have taken the Small Store Operation course and have demonstrated a real interest in the store, make easier transitions into full-time employment. From the course, students have learned what to expect on-the-job. Many experiences they have had related to activities in the course have benefited them directly on the job after graduation. Many of the problems they may face on their first job have already been faced during the Small Store Operation course.

2. The Small Store Operation course offers practical retail experience to the disadvantaged students in Fashion Merchandising. The course can fill the gap that results from lack of practical retail experience. It gives the disadvantaged student a chance to serve as a salesperson as well as part of the management team. Many times the disadvantaged student will take a more active role in the operation of the store than another student. The desire is there, but too often there is something in the way of the student.

3. Through a course such as Small Store Operation, students can expand their practical and academic knowledge. Areas such as promotion, buying, selling, stockkeeping, training, and management can be delved into and expanded beyond what was thought possible. The area of sales promotion offers an immense number of possibilities and the store gives the student a place or an opportunity to experiment with as many new ideas and concoctions as one can imagine. Many four-year graduates in retailing or merchandising have never been to a regional market or had the fantastic experience of selecting and ordering merchandise from over five-hundred resources all in one building. Experiences like these make the "two-year graduate" special in the field of retailing. Our goal should be to provide or offer the very best education possible to all students in the program. The experiences must be real and they must be useful if the purpose of vocational education is to be carried out to its fullest extent.

4. Students need to develop their own "management potential". The course offers each student the opportunity to become a "leader". Those that enjoy managing or leading others many times go into positions that require a leadership ability. Students deserve the opportunity to develop this characteristic and many times the only chance they will have is in a course such as Small Store Operation. Instructors may be surprised at the student who has this special ability, but has never shown it or possibly had the chance to demonstrate it in the classroom but will show it in a store situation. Hopefully, we are training future leaders in business. They need the chance to practice in school and the opportunity should be there.

There may be more benefits to the students taking the course than to the instructor or faculty advisor responsible for the course, but the goals of education are aimed at students rather than instructors. The writer feels that more benefits and knowledge can be gained from teaching or being responsible for the operation of a small store in the school than from a standard academic course. There is a direct correlation between the amount of satisfaction an instructor receives from the course Small Store Operation and the amount of time and energy he puts into the course.

1. If an instructor is to successfully lead students in a course such as Small Store Operation, he must be up-to-date on changes in retailing and store management. He should read every trade publication he possibly can and visit regional markets plus make regular observations of stores that are "making it". Consumer demand changes constantly and unless the retailer keeps pace with his new demands and needs, the store will not succeed. The instructor is accountable for the store and therefore, it is imparative that he be current. To most instructors this will be viewed as an advantage of teaching this particular course. To others, it may be a disadvantage.

2. Subject areas taught to students take on a realism that only comes from practical use. Usually an instructor has to wait til a student has graduated to hear "now I know why we spent so much time on that one subject area in school last year. I use it on my job everyday." When a Small Store Operation course is part of the curriculum, everything that is taught seems to turn up during the year-long operation of the store. The more directly related subject areas between academic courses and Small Store Operation course, the faster and the better the student can make the transition from classroom, to store, to on-the-job retail experience outside of school. The worst thing a student can ever say about a vocational program is "real work is nothing like we had in school". A well-operated course in Small Store Operation can help eliminate comments such as the above.

3. As a faculty advisor or instructor for the course, the subject areas in the curriculum that need more emphasis will be obvious through store operation by the students and through careful observation by the instructor. Those areas in which the students are weak can be identified and emphasis given to them in their academic classes.

PROBLEMS THAT MAY APPEAR

Problems will vary from school to school and from year to year. However, experience shows that it is best to think of problems that may occur and be prepared for them rather than be surprised. Below are just a few problems that may appear. The list is much longer, but may not be applicable in many situations and therefore is not included.

1. In-store theft
   This problem is not limited to school stores but rather, it has existed in most retail situations at one time or another. Policy should be made covering such incidents before they occur. If and when the person or persons responsible are discovered, the policy should be applied. (In a real situation, many times a student will confess in a note or other students will tell the instructor who is responsible.)

2. Student jealousy of the Student Manager
   The best way to cope with this situation is to make it very clear that all interested, qualified persons should apply for the position. All have an equal chance of getting the job. The responsibilities and duties of the student manager should be discussed and defined by the class before the student manager is selected. Good, clear communications can eliminate most problems in this area. If a problem persists, the instructor could appoint the disgruntled student to a position of some authority such as committee chairman until the situation passes.

3. Lack of cooperation on the part of some school employees
   All school employees have defined functions and responsibilities. When the store is in the first year of operation, the instructor may have to ask school employees to assist him in minor areas such as mail shuttle, receiving merchandise, and hustling orders so merchandise can be received on time. Patience and clear communications plus a thank you can alleviate most problems.

4. School clubs wanting to use the store to increase their profit-making ventures
   Policy established at the beginning of the school year by the members of the Small Store Operation course should cover such situations. The important thing is that the policy be adhered to and exceptions not be made. If the policy is inadequate, is should be discussed and re-written.

5. Consignment selling
   The group of Small Store Operation student/employees should decide if consignment selling is in the best interest of the store. If so, guidelines and rules should be established, discussed, agreed upon and posted for all to see. The store should definitely be protected in regard to breakage and/or loss of consignment items. If not the whole venture can be very costly to the school store.

BEST COPY AVAILABLE

GLOSSARY

ADVERTISING	Space in a medium such as a school newspaper or bulletin for the purpose of promoting the sale of goods or enhancing the public's opinion of the advertiser.
BUYING PLAN	Detailed plan drawn up to guide purchases for a given period. It is based upon quantities currently on hand and on order and anticipated sales.
CASH DISCOUNT	A percentage off the face amount of an invoice that is offered by the seller to the purchaser as a premium for payment within a specified period.
CONSIGNMENT SELLING	Merchandise owned by the vendor or student but placed for sale in a retail store during a specified period. At the end of that period, the retailer is billed for such portions of the stock as he has sold or wishes to retail for sale; the unsold or unwanted portions become eligible for return to vendor.
DATING	A term usually found in conjunction with cash discounts; it refers to the period of time allowed by a vendor for the taking of such discounts.
DECA	Distributive Education Clubs of America is a student organization made up of Marketing Department students for the purpose of enhancing their professional development.
DELIVERY DATE	The date by which a vendor is required to ship merchandise to a store in order to comply with the terms of purchase. Failure to meet the delivery date is usually considered cause for cancellation of the order by the purchaser.
EMPLOYEE DISCOUNT	A percentage reduction from marked retail prices allowed by retailers to their employees on purchases made within the store.
FASHION MERCHANDISING PROGRAM	An associate degree program offered at the post-secondary level, open to both men and women who are interested in the area of retailing and more specifically selling, buying, promotion, and management.
MAINTAINED MARKON	The difference between the delivery cost of merchandise and the price at which it is actually sold; allows for markdowns and stock shortages, but not workroom cost or cash discounts earned.

MARKET	A city in which the showrooms of producers of a given type of merchandise are concentrated. The period during which producers of a given type of merchandise show their lines to retailers for the upcoming season.
MERCHANDISING	The business of analyzing consumer demand, buying and selling goods to meet that demand, managing inventories and coping with competition.
NET PROFIT	That portion of the income from net sales that remains after merchandise costs, expenses, and taxes have been paid. If the income from net sales does not cover these elements entirely, a net loss, rather than a profit, results.
PHYSICAL INVENTORY	The dollar value of stock on hand in a store or department, obtained by taking an actual count, listing all merchandise by number of units, the price of each, and calculating the totals.
POLICY	A settled, clearly defined course of action or method of doing business deemed necessary, expedient, or advantageous; guidelines established by management for the executives of an organization.
PURCHASE ORDER	A written, contractual agreement between store and vendor for the purchase of merchandise, to be delivered in accordance with conditions written or printed on the face and back of the order form.
R-T-W	Ready-to-wear--Apparel produced in factories in a range of size from which the customer can select her approximate size. Factory-produced apparel, as distinguished from custom-made or homemade apparel.
RESOURCE	A producer or wholesaler from whom a merchant purchases goods for resale.
SALES PROMOTION	The coordination of advertising, display, publicity, and personal salesmanship in order to promote profitable sales.
SHRINKAGE	Another term for inventory shortage.
STUDENT/ EMPLOYEE	Term used to denote students working in the small store and enrolled in the course Small Store Operation for credit.
TARGET CUSTOMER	Those customers a store's merchandise, services, and entire atmosphere are planned to attract.

UNIT CONTROL	A system for recording the number of pieces or units of merchandise brought into stock, sold, in stock, and on order, with further dissections as required.
VENDOR	A wholesaler or manufacturer who supplies a store with merchandise for resale.
WANT SLIPS	Written reports from salespeople to buyers, which list items requested by customers but not in stock. Some stores also request such reports from salespeople of items observed to be running low or out, whether or not customers have asked for them that day.

Source of definitions: Troxell, Mary D. and Beatrice Judelle, Fashion Merchandising, Gregg Division, McGraw-Hill Book Company, New York, New York, 1971.

APPENDIX

APPENDIX I

QUESTIONNAIRE FOR MODEL PLAN FOR SMALL STORE OPERATION COURSE

The purpose of this questionnaire is to gather information on the business of retailing and the people working in it. Retailers, teachers, MATC graduates and students in Fashion Merchandising will be polled. The information obtained will be used to formulate objectives and methods of organization for the course entitled Small Store Operation.

Small Store Operation is currently offered to Fashion Merchandising students at Madison Area Technical College. Through the course, students have the opportunity to incorporate what they have learned in related studies into a practical experience. For example, information gained through such courses as Advertising, Retailing, Buying and Sales Promotion may be tested or utilized in the small store located in the college. Students go to the Chicago market, select and purchase merchandise and then promote and sell it through the small store operation that they created and manage.

From the information gathered by this questionnaire, a model plan for the Small Store Operation course will be devised. This model will be made available to other technical schools and high schools in Wisconsin that may be interested in implementing such a course in their curriculums.

Please answer the following questions:

1. Check one of the following:
   ___Retailer ___Teacher ___MATC graduate ___student ___other

2. From the following list, please identify those skills in which a student should be proficient upon completion of the course.
   ___1. To be able to plan and direct the work of other people.
   ___2. To effectively select a merchandise assortment appropriate to store customers.
   ___3. To plan sales, expenses, price lines, inventory methods, and related activities at the department or small store level.
   ___4. To be familiar with general principles of retail merchandising.
   ___5. To be able to apply the basic principles and techniques of selling.
   ___6. To be effective in oral and written communications.
   ___7. To analyze the consumer market relative to needs, desires, prices, and products.

3. Development of personal traits is as important to the student as it is to the future employer. From the following list, please identify 5 traits you feel should be emphasized and developed in this course as well as in our entire curriculum. Please rate them 1 through 5, one being the most important then, 2, 3, 4, and 5.
   ____ability to work with people
   ____ability to work under pressure
   ____ability to communicate - oral and written
   ____dependability
   ____aggressiveness
   ____creativeness
   ____good personal appearance
   ____leadership qualities

Any additional comments would be appreciated. (Please write them on the back)

Thank you for your thought and time.

Mrs. Nancy Tans, Teacher-Coordinator, Fashion Merchandising, January, 1974

APPENDIX II

MADISON AREA TECHNICAL COLLEGE
211 NORTH CARROLL, MADISON, WISCONSIN 53703 · 608 257-6711

NORMAN P. MITBY
District Director

January 29, 1974

Dear Store Manager,

Enclosed you will find a very brief questionnaire that will benefit you, the store manager, considerably.

I am a teacher in the Fashion Merchandising program at Madison Area Technical College. In our program, we train people to work in your stores. I want to know what you want in your future enployees and what you think they need to know about small store operation and selling

Please complete the questionnaire and return it to me in the enclosed self-addressed enveloped. Your decisions on the questionnaire will directly affect the caliber of your future employees.

Thank you.

Sincerely,

(Mrs.) Nancy Tans
Teacher Coordinator
Fsahion Merchandising

AREA BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT NO. 4
Marvin E. Brickson, Chairman Dr. Ray Rueckert, Vice Chairman Walter Brink, Secretary John F. Misfeldt, Treasurer
Francis E. Kohn Owen R. Slauson Robert Utley

APPENDIX III

GENERAL QUESTIONNAIRE FOR STUDENTS

Please complete the questionnaire and deposit it in the appropriate slot at the mail room.

1. Do you feel MATC students could benefit from a small store located within the school that sold items other than those available in the bookstore?

   yes_____ no_____

2. Location: Do you favor a 1st floor location? _____yes _____no

3. Merchandise: Please check the 4 categories of merchandise you would like to see in the store:

   ____Basic clothing ____Household items ____Candy ____Jewelry

   ____Fashion clothing ____Gifts ____Handicrafts ____Cards

4. Prices: Check the category you favor for the store:

   _____majority of merchandise under $5

   _____majority of merchandise under $10

   _____majority of merchandise under $20

5. Hours: Which do you prefer: _____morning hours

   _____lunch hours

   _____afternoons

6. Consignment items: Do you have something to contribute that could be sold in the store as a consignment item?

   yes_____ no_____

Thank you.....Fashion Merchandising Students

Date_____

APPENDIX IV

COURSE OUTLINE

COURSE TITLE: Small Store Operation

COURSE NUMBER: 104-106-001

COURSE PERIODS: 2-3 in class
2-3 in store

COURSE CREDITS: 2-3

COURSE DESCRIPTION: Managing, buying, pricing, selling, planning sales promotions and stockkeeping are the major functions of a small store owner. The activities of this course simulate all aspects of small store operation and ownership. Students establish store policies, design store decor, select merchandise in the regional market, experiment with all areas of sales promotion and operate the store five days each week. Each student receives experience in all the different aspects of small store operation. Evaluation is based on employee performance.

COURSE OBJECTIVES:

1. To identify a consumer market and recognize the merchandise needed to meet customer demand.

2. To plan and implement a store decor that will result in maximum volume and at the same time be aesthetically pleasing.

3. To select the kinds and amounts of merchandise necessary to stock a store and meet customer demand.

4. To sell, through a variety of sales promotions, the merchandise that has been selected for the store.

5. To establish an accurate and efficient recordkeeping system dealing with inventory, consignment itmes, orders, and related areas.

6. To operate the small store efficiently and realize a realistic return on the amount of capital invested in the merchandise.

7. To function as a dependable and capable store employee.

UNITS:

I. Shop Image
   A. Select an appropriate name for the store
   B. Determine the general decor of the store
   C. Decide on general types of merchandise to be carried

II. Merchandise Considerations
   A. Stock Assortments - types and amounts of merchandise needed
   B. Market trips - where, how often, and for what amount
   C. Receiving, marking, and pricing of new items

III. Decor and Display
   A. Determine objectives of image presented
   B. Prepare a budget for decor and display
   C. Obtain furnishings and fixtures
   D. Create a unique and profitable stock presentation
   E. Assign display responsibilities both inside and outside the store

IV. Sales Promotion
   A. Develop a promotional calendar for the semester
   B. Identify individual promotional events and objectives
   C. Identify individual activities involved in each event
   D. Prepare a pictorial and written summary and evaluation of each promotional event

V. Selling
   A. Techniques of selling and personal appearance
   B. Suggestive selling
   C. Creative Merchandising

VI. Management
   A. Establish profit goals
   B. Establish store policies
   C. Establish store hours
   D. Decide on the number of hours each student should work in the store
   E. Establish an accurate record-keeping system
   F. Establish a secure cash control plan

VII. Special Issues
   A. Consignment
   B. Store Security
   C. Involvement of other school groups in the store
   D. Special Orders
   E. Night School Contact
   F. Customer Services
   G. Public Relations with school administration

APPENDIX V

CHANGE-MAKING EXERCISE

Listed below are several change-making situations. In each sale show the total change due the customer, and indicate what coins and bills are given in change.

Amount Received	Amount of Sale	Change Due Customer	Change Given						
			Coins					Bills	
			1¢	5¢	10¢	25¢	50¢	$1	$5
1. $20.00	$12.32								
2. 5.00	2.65								
3. 10.00	4.67								
4. 15.00	8.39								
5. 25.00	21.70								
6. 18.00	17.29								
7. 10.00	1.68								
8. 1.00	.23								
9. 6.00	5.47								
10. 12.00	11.29								
11. 20.00	6.68								
12. 10.00	3.87								
13. 15.00	13.95								
14. 8.00	7.79								
15. 10.00	5.69								
16. 15.00	10.88								
17. 15.00	13.42								
18. 20.00	18.73								
19. 5.00	.66								
20. 20.00	7.49								

Problems:

1. One yard of cloth costs 29¢. How much will three yards cost?

   Answer_____

2. A customer buys two pounds of candy at 49¢ per pound. What is the amount of the sale?

   Answer_____

3. A customer buys one dozen buttons priced at three dozen for 35¢. What is the amount of the sale?

   Answer_____

4. How much will three shirts cost @ $3.95 per shirt?

   Answer_____

5. Your store is running a sale. A customer buys four toys priced at $1.00, $2.50, 99¢, and $1.29 respectively. What is the amount of the sale if the above prices are subject to a 25% discount?

   Answer_____

APPENDIX VI

SALES INCENTIVE NOTICE

HOW TO INCREASE YOUR SALES AND BE A BETTER EMPLOYEE

HOW TO GET READY::::::::::

1. KNOW WHAT IS IN STOCK:

   a. Learn sizes, colors, and styles
   b. Be sure of stock locations
   c. Be familiar with brand names

2. ANALYZE THE MERCHANDISE:

   a. Learn the purposes for which it is suitable
   b. Read the labels carefully
   c. Find out major values or selling points
   d. Know how it is used and cared for
   e. Know with what other merchandise it may be used with
   f. Learn special practices needed in selling

3. BE READY FOR THE CUSTOMER:

   a. Check personal readiness
   b. Have needed equipment and supplies
   c. Know departmental policies and practices
   d. Know what is advertised

4. HAVE THE DEPARTMENT ARRANGED:

   a. See that the merchandise is conditioned
   b. Have stock filled in
   c. Be sure that arrangement is orderly

BEST COPY AVAILABLE

APPENDIX VII

SALES INCENTIVE NOTICE

HOW TO SELL EFFECTIVELY

FOUR BASIC STEPS:

Step I - MEET THE CUSTOMER

Be alert and ready to greet the customer
Make the customer comfortable by being gracious and by showing interest
Learn the customer's needs and preferences

Step II - PRESENT THE MERCHANDISE

Select one to three suitable pieces
Present merchandise to its best advantage
Show - tell- demonstrate
Make use of the senses: seeing, feeling, smelling and tasting
Stress the major values
Inform the customer regarding use and care

Step III - GET A DECISION

Remove the undesired merchandise
Ask questions requiring decision
Concentrate on most appropriate selection
Make definite replies to a customer's question

Step IV - GIVE EXTRA SERVICE

Show related or other merchandise
Perform system routine quickly
Show appreciation for the transaction
Refer customer to a selected salesperson in another department if necessary

APPENDIX VIII

JOB DESCRIPTION OF POSITION OF STUDENT MANAGER

Position: Student Manager
Store: The Cracker Barrell
Compensation: work study payment (optional)
Working hours: 10-12 per week in addition to class time
Supervised by: course instructor

Duties to be Performed:

1. The main responsibility of the Student Manager will be to see that all operations of the Cracker Barrell run as smoothly as possible.
2. The Student Manager will be current with all activities planned for the Cracker Barrell and able to assist whenever and wherever he is needed.
3. The Student Manager should plan to open and close the store everyday.
4. The Student Manager should be able to handle routine situations himself and not need to consult the instructor on routine matters.
5. He must have a thorough understanding of the policies of the Cracker Barrell so that he can make effective decisions "on the spot".
6. He must be able to work well with all employees and "smooth over" disagreements.
7. The Student Manager will work closely with a member of the Business Office.
8. He will be responsible for seeing that the work schedule is adhered to.
9. He should be able to act immediately in regard to security problems.
10. He is responsible for unit control once the store is open.

Questions to Ask Yourself:

1. Can you be trusted to use good judgemen[illegible]
2. Can you express yourself both orally an[illegible] writing?
3. Do you have poise and the ability to ge[illegible] on with others?
4. Can you take the tough with the easy?
5. Are you eligible for work study?

Complete the following form and return it to the instructor:
You will be contacted for a second interview soon.

Name_____
Address_____
Phone_____
Age_____

Work Experience

Employer	Address	Job Title	Time on Job

BEST COPY AVAILABLE

APPENDIX IX

STORE POLICIES

STORE POLICIES FOR THE CRACKER BARRELL AT MATC

I. Merchandising Policies:

A. The Cracker Barrell should reflect the image of an old-fashioned country store. The merchandise, decor, advertising, and other activities should promote this image.

B. All merchandise handled through the store shall be selected by members of the class. (all deliveries made to room 449)

C. The Cracker Barrell will use consignment selling. Merchandise will be accepted from students and other craftsmen. The store shall keep 20% of the retail price of the item. Prices shall be determined by the consignee.

D. "All sales are final." - no returns, no exchanges, no credit.

E. Merchandise will be held for two days ONLY with a 25% deposit.

F. No special orders will be taken unless so stated on the item.

G. Merchandise carried in the Cracker Barrell will be low to moderate in price.

II. Promotional Policies:

A. A promotional calendar for one month will be established by each promotional committee throughout the semester.

B. Promotional work for the Cracker Barrell is a "constant job", not just a "once in awhile" activity.

C. All promotional efforts should be done in a professional manner and always reflect the image of the Cracker Barrell.

D. A variety of media will be used including Slant, display windows, hand bills, fashion shows, posters, contests, etc.

E. In-store displays should be changed weekly, if not more often.

III. Customer Relations:

A. Every customer should be acknowledged when he enters the store.

B. Always avoid the HARD SELL - this is not appropriate for this type of store.

C. During the holiday season, the Cracker Barrell will provide free gift-wrapping as a service.

D. "You break it, You bought it" signs will be posted where needed in the store and should be applied whenever necessary. The price charged is the cost price only.

E. No loitering.

F. No food or drinks may be brought into the Cracker Barrell. This applies to customers AND employees.

G. There will be NO SMOKING in the Cracker Barrell.

H. All customer requests for merchandise we do not carry shall be recorded on a Merchandise Want Slip--found near the register.

BEST COPY AVAILABLE

I. The Cracker Barrell will not be responsible for damaged hosiery.

IV. Operating Policies:

A. The Cracker Barrell will be open from 9:00 a.m. to 2:00 p.m. Monday through Friday. During night school session, the store will be open two nights each week from 6:00 p.m. to 8:00 p.m.

B. All employees must be familiar with shop-lifting laws.

C. No checks will be accepted by the Cracker Barrell. Should an employee accept a check and it turns out to bounce, she shall be responsible for the amount.

D. Money for the cash register must be picked up by the Student Manager in room 447 and returned by the Student Manager at 2:15 that same day. Should the manager be absent, it is his responsibility to find a substitute. An identification card showing membership in the Cracker Barrell organization must be presented in order to pick up the cash box.

E. A work schedule for employees will be posted in the Cracker Barrell.

F. The key to the store will be kept in the cash box which will be kept in room 447 when the store is closed.

V. Personnel Policies:

A. All employees must be familiar with the store handbook- Clues to the Cracker.

B. Any mistake made on a sales slip must be made good by the employee making the sale.

C. Every employee should conduct himself in a business-like manner while working - visiting with friends should be avoided while working.

D. A list of employee names and phone numbers will be posted near the cash register.

E. In case of a medical emergency, administer First Aid and ask the operator in the Registration Office to call the Rescue Squad.

F. If your replacement doesn't show up, you should stay and work. Contact either the Student Manager or Mrs. Tans to help you find a replacement as soon as possible.

G. Never sell to yourself. Another student must write-up the sale.

H. Whenever possible, sell from stock rather than dismantle a display.

I. Boxes for large items are found in the stockroom.

J. You will be "shopped" after the first full week of business.

K. Your grade in this experience is based on participation, initiative, attitude, sales totals, and your committee work and participation.

L. Each committee shall keep a running record of their activities.

M. Each student/employee shall have the opportunity to work on four different committees.

N. If you must take a sick day, contact the Student Manager immediately.

BEST COPY AVAILABLE

FORMS APPENDIX

FORM 1

PURCHASE ORDER

DATE RECEIVED	
DATE	ACCT. NO.
CUSTOMER ORDER NO.	SALESMAN
DEPT. NO.	TOTAL UNITS
	TOTAL AMOUNT
	CREDIT
	TERMS: 8-10 EOM

SOLD TO _____

STREET _____

CITY _____ STATE _____

START SHIPPING _____ COMPLETED BY _____

SPECIAL INSTRUCT _____ SHIPPING INSTRUCT. _____

STYLE NO.	UNITS	COLOR												PRICE	DESCRIPTION

FORM 2

UNIT CONTROL RECORD

UNIT CONTROL RECORD

MFR'S NAME

Received			Style			Classification No.						Cost						Retail			On Order	
DATE	no. of units	tot. to date	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	DATE	no. of units

Received			Style			Classification No.						Cost						Retail			On Order	
DATE	no. of units	tot. to date	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	DATE	no. of units

Received			Style			Classification No.						Cost						Retail			On Order	
DATE	no. of units	tot. to date	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	DATE	no. of units

Received			Style			Classification No.						Cost						Retail			On Order	
DATE	no. of units	tot. to date	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	sold wk. beg.	M	T	W	T	F	S	sales to date	units on hd.	DATE	no. of units

BEST COPY AVAILABLE

FORM 3

PHYSICAL INVENTORY SHEET

PHYSICAL INVENTORY SHEET

Resource Number_____ Name_____

Address_____

_____

Style No.	Description/Color	Cost/Retail												

FORM 4

RECEIVING REPORT

RECEIVING REPORT

Store #_____

Location_____

Date_____

Purchase Order #

_____

Vendor_____

Address_____

Amt. Received	Description	Cost	Extension	Retail	Extension

FORM 5

VENDOR ANALYSIS

				Beginning of Season								Original Markdown				
Mdse	MU%	Style No.	Sea.	OH	Unit Ret.	Tot Ret	Tot. Cost	No. Rec	OH end of sea	No. sold	Cost/ unit	Unit Ret.	No. Sales	Unit Ret.	No. Sales	TOTAL SALES
	A			1	2	3	4	5	6	7	8	9	10	11	12	13
TOTAL																

VENDOR NAME

VENDOR NUMBER

FORM 6

RESOURCE HISTORY-RATING CARD

RESOURCE HISTORY-RATING CARD

Classification or Dept._____

Vendor_____ Contact _____

Address_____ Terms_____

Shipping Point_____ Routing_____

Season	Year	Season's Purchases Cost	Season's Purchases Retail	Initial Markon	% of Dept. Total	Remarks

FORM 7

VENDOR DIRECTORY

VENDOR DIRECTORY

Number	Name and Address of Vendor
001	Rubel and Company - Decorative Accessories 225 Fifth Avenue, New York, N.Y. 10010
002	MaLeck Woodcrafts P.O. Box 247, Wingate, N. Carolina 28174
003	Sun Glo Corporation 1581 Merchandise Mart, Chicago, Ill. 60654
004	Corning Glass Works Corning, New York 14830
005	Asahi Trading Company 16 West 22nd Street, New York, N.Y. 10010
006	Colorwheel Products 7739 S. Kedzie Avenue, Chicago, Ill. 60654
007	David Smith and Associates, Inc. 15-122 Merchandise Mart, Chicago, Ill. 60654
008	Spare Moments 1051 East 14th St. Hialeah, Florida 33010
009	Jennifer Dale, Inc. 75-02 Rockaway Blvd. Woodhaven, New York 11421

FORM 8

BUYING PLAN

BUYING PLAN

Submitted by _____ Date submitted _____

Class. or Dept. # _____ Market City _____ Duration of Trip: From _____ To _____

Open-to-buy: $ _____ Planned Purchases: $ _____ Actual Purchases: $ _____

Comment:

Class. #	Items, Descriptions	Number of Units			Unit Price		Total		% of Markon	Units Actually Purchased
		On Hand	On Order	To Buy	Cost	Retail	Cost	Retail		
						Total				

FORM 9

MERCHANDISE WANT SLIP

MERCHANDISE WANT SLIP

DATE _____ NAME _____

The following requested merchandise is not in stock:

Description of item	no. of calls	buyers remarks

The following stock is getting low:

Mfr., style, color, price	pieces O.H.	

SUGGEST A SUBSTITUTE

FORM 10

SALES PROMOTION CALENDAR FOR THE CRACKER BARRELL

SALES PROMOTION CALENDAR FOR THE CRACKER BARRELL Month _____

1. Fill in dates
2. Identify holidays
3. Write-in planned promotions, names, and dates

Monday	Tuesday	Wednesday	Thursday	Friday

FORM 11

MERCHANDISE SIGN-OUT SHEET

MERCHANDISE SIGN-OUT SHEET

Date	Name of Borrower	Description of Merchandise	Date Ret.	Approved by:

FORM 12

APPLICATION FOR EMPLOYMENT

APPLICATION FOR EMPLOYMENT

DO NOT WRITE IN THIS SPACE
P 1 2 3 4
E 1 2 3 4
R 1 2 3 4

IN THE EVENT THAT YOU ARE EMPLOYED THIS BECOMES PART OF YOUR PERSONNEL RECORD, THEREFORE IT IS IMPORTANT THAT YOU ENTER ALL INFORMATION NEATLY, ACCURATELY AND COMPLETELY.

Last Name (Print Clearly)	First Name	Middle Name	Maiden Name	Husband's or Wife's First Name

Number and Street	City, Postal Zone and State	Tel. No.	Social Security No.

Date of Birth	Age*	Single ☐ Married ☐	Divorced ☐ Widowed ☐	Seperated ☐	No. of Dependents	Height Ft. In.	Weight	American Citizen Yes ☐ No ☐

* APPLICABLE LAW PROHIBITS DISCRIMINATION IN EMPLOYMENT BECAUSE OF RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN OR AGE.

Schedule Preferred:	Full Time ☐ Mid-Day ☐	Evenings and Saturdays ☐	Others	Position Desired:	Sales ☐ Office ☐	Others	State Salary Desired (Optional)

Relative in our employ?	Yes ☐ No ☐	If so, in which store or dept.	Name of Relative	Read ad in which paper	Referred to us by Macy Employee Name of Employee

Have you ever been employed by Macy's before?	Yes ☐ No ☐	If yes, under what name were you employed?	Position and Dept.	Dates Employed

EDUCATION

SCHOOL	NUMBER OF YEARS	GRADUATED YES	GRADUATED NO	NAME AND LOCATION OF SCHOOL	MAJOR SUBJECT OR SPECIALIZATION	DATES ATTENDED
Grammar						
High School						
College						
Other						

PREVIOUS EMPLOYMENT

PLEASE ACCOUNT FOR ALL TIME SINCE LEAVING SCHOOL, INCLUDING CURRENT EMPLOYMENT AND PERIODS OF UNEMPLOYMENT. STATE IF ANY OF THESE EMPLOYERS ARE RELATED TO YOU.

DATES EMPLOYED	BUSINESS NAME AND ADDRESS	JOB TITLE AND DUTIES	REASON FOR LEAVING	SALARY
From: To:	Last or Present Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			
From: To:	Previous Employer Address			

PLEASE ANSWER ALL QUESTIONS ON REVERSE SIDE

Referred by	Test Scores	Second Interview

FORM 13

NEW MERCHANDISE INFORMATION SHEET

NEW MERCHANDISE INFORMATION SHEET

Vendor Name _____ No. _____
Address _____

The Product Story:

Quality Points: _____
Features that make the goods unique _____

Easy care features: _____

Workmanship: _____
Special cautions as to use: _____
Terminology: _____

How to fold merchandise: _____
How to wear merchandise: _____

Matters of fit and size: _____

Fashion terminology to use in describing it _____

The Romance of the Merchandise:

Designer name and status: _____

Source of inspiration: _____
The reason why we bought it for the shop: _____

The reason why you think the customer will buy it: _____

FORM 14

WORK SCHEDULE

Work Schedule for the Week of_____

Times	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 10:00					
10:00 11:00					
11:00 12:00					
12:00 1:00					
1:00 2:00					
2:00 3:00					
EVENING HOURS					
6:00 7:00					
7:00 8:00					

Time changes for the week:

FORM 15

SELLING PERSONNEL PERFORMANCE EVALUATION

SELLING PERSONNEL PERFORMANCE EVALUATION

JOB PERFORMANCE	Above Average	Average	Below Average
1. Service to customers			
2. Product Knowledge			
3. Adherence to Store Policies			
4. Attendance and Punctuality			
PERSONAL QUALITIES			
1. Initiative			
2. Cooperation			
3. Appearance			
4. Attitude			

Explain any unusual conditions affecting performance.

FORM 16

AUTHORIZATION OF PAYMENT FROM STORE ACCOUNT

AUTHORIZATION OF PAYMENT FROM STORE ACCOUNT

_____
(Name of store)

Date_____

To Whom Payable:_____

For What Purpose?_____

Balance Brought Forward....._____

Deposits....._____

Total....._____

Amount Payable....._____

Balance....._____

Signed....._____
(Student Manager)

_____
(Faculty Advisor)

3 copies: White-Business Office
Canary-Faculty Advisor
Blue-Student Manager

FORM 17

STORE DEPOSIT SLIP

STORE DEPOSIT SLIP

MADISON AREA TECHNICAL COLLEGE

Amount Deposited _____

Date of Deposit _____

Receipts from _____

Name of Store _____

Student Manager _____

Faculty Advisor _____

Signed, _____
(Student Manager)

Received by _____

Date _____

Signed, _____

3 copies: White-Business Office
Canary-Faculty Advisor
Blue-Student Manager

FORM 18

SIGN-IN WORK SCHEDULE FOR THE DAY OF _____

SIGN-IN WORK SCHEDULE FOR THE DAY OF _____
(date)

9:00-10:00a.m. _____
_____
_____

10:00-11:00a.m. _____
_____
_____

11:00-12:00a.m. _____
_____
_____

12:00-1:00p.m. _____
_____
_____

1:00-2:00p.m. _____
_____
_____

Evening Hours:
6:00-8:00p.m. _____
_____
_____